



**Pupil Premium Report 2018-19**

Report by	Chris Jolley	Period	September 2018 - July 2019
-----------	--------------	--------	----------------------------

**Context**

Ofsted December 2017 “The headteacher and governors do not have strong enough oversight of the use of pupil premium funding and its impact on the outcomes achieved by disadvantaged pupils.”

“An external review of the school’s use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.”

The GB and Acting HT requested an external review of pupil premium at Calverley Parkside and this was undertaken in May 2018, with a report following which had been shared with the Governing Board. David Dewhirst, PP Governor also attended.

**Characteristics**

<b><u>Period 2018-19</u></b>	
NOR - (Reception - Y6)	<b>205</b>
Number of pupils eligible for PP	<b>18</b>
% of children eligible for PP	<b>8.78%</b>
CLA	<b>1</b>
Forces Children	<b>2</b>
Total PP Funding	<b>£27,720</b>

**Number of Children in Year groups**

	Number of Pupils	% of the class	Average attendance of PP children
Reception	1/29	3.4%	96.31%
Year 1	1/30	3.3%	95.79%
Year 2	2/32	6.3%	88.55%
Year 3	1/28	3.5%	92.63%
Year 4	6/30	20%	94.12%
Year 5	1/27	3.7%	99.21%
Year 6	6/28?	21.4%	93.9%

**Attendance**

School attendance	<b>95.95%</b>
PP attendance	<b>93.84%</b>

### **Funding:**

We were allocated £27,720 for the academic year 2018-19. This was generated by 18 children. One of these children is a CLA child, 2 are children of parents in the armed services.

We received this money in instalments and these funds were in addition to the main school budget.

Funding allocations were in line with the Pupil Premium strategy - with a preliminary focus on raising the attainment of children in this vulnerable group alongside the supporting of children with SEMH concerns.

Just over a quarter of our pupil premium children are also on the school's SEN register (28%) - additional support has been needed to support the additional barriers to learning of these children.

### **Priority:**

To narrow the gap in attainment between our children in receipt of pupil premium funding and provide opportunities for low income families to broaden the experience of their children. We recognise that not all pupils who are socially disadvantaged at Parkside are in receipt of pupil premium funding, alongside a recognition that not all of those in receipt of funding are socially disadvantaged. As a result, Parkside reserves the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature.

### **Success criteria:**

Provide additional support which enables all pupils, however financially or socially disadvantaged to:

- Improve the attainment levels and rate of progress
- Close the attainment gap for disadvantaged children
- Provide full access to curricular and extra-curricular opportunities

### **Barriers to learning:**

The main barriers to learning for some of our disadvantaged pupils when compared as a group to non-disadvantaged are:

- Poorer literacy and numeracy skills (% of PP children achieving ARE in all core subjects was below national; no children achieved the GDS standard at the end of KS2 in any core subject in the 2018 results).
- Narrower life experiences
- Family circumstances
- Lower attendance

Specific Actions	Anticipated cost	Total	Impact
Increase TA by appointing an additional TA to work on specific interventions throughout KS1 thus improving the range and quality of interventions offered to support pupils in Reading, writing and maths.	6 hours a week TA time to deliver phonics and math intervention for 39 weeks	6hrs (9.18) over 39 weeks  £2148.12	Phonic intervention allowed for 100% of PP children to pass the Y1 phonics check. 100% of the Y2 PP children passed the phonics check.
Dedicated staff assigned to deliver Speech and Language. Staff CPD with a Speech Therapist (modelling sessions, inclusion of staff in the assessment of children).	10 hours TA a week to deliver S&L  Release time for CPD	10hrs (9.18) over 39 weeks  £3580.20	66% of pupil premium children who required speech therapy were signed off by the speech and language therapist and require no further support.
Pastoral care provided by the Learning mentor and CP time.	8 hours weekly LM (C3 at £12.85 hr) for 39 weeks	£4009.20	72% of PP children (13/18) were able to access support from the learning mentor. This included SEMH interventions and the development of emotional literacy and social interaction with others.
The purchasing of online learning platforms: Mathletics Lexia Bug Club TimesTable Rockstars	(Cost per year) M: £980.64 L: £584 B: TT: £94.90	£1659.54	
Fund / subsidise wrap around care and holiday club places free of charge to vulnerable families.	151 sessions at £4	£604	This has supported families in ensuring their children have been to school on time and ready to learn.
Provide subsidies towards visits, experiences and residential opportunities for pupils eligible for FSM or of hard pressed means and small group visits for pupils in EYFS or more able pupils in all year groups.	£1500	£1500	Children are able to have access to a range of opportunities both within and out of school with 50% subsidies.
Provision of Be Your Best club - to enable children to have access to computers and the online learning resources.	2 hours a week TA for 39 weeks  £716.04	£716.04	

1:1 reading interventions in Y6	5 hours a week for 24 weeks	£1101.60	For PP children in reading: 66.7% ARE 50%GDS
Maths interventions by a highly skilled TA	5 hours a week for 25 weeks	£1147.50	FOr PP children in maths: 66.7% ARE 33.3%
Intervention for writing and spelling in Y4	4 hours a week for 14 weeks	£514.08	
Reading intervention for Y5	4 hours a week for 14 weeks	£514.08	PP child moved 2 levels on the reading scheme.
Delivery of catchup literacy programme	4 hours a week for 39 weeks	£1432.08	
Provision of Junior Jam for children to engage with ICT and have the opportunity to utilise up to date technology and software	120 sessions.	£3960	
Reading books - increasing the variety of texts.		£750	Increase in engagement of children in accessing the library and texts.
Author visit		£750	Increase in engagement with writing - opportunity to buy books from the experience.
Music for schools	£2960 and £900 hire	£3860	Children were taught by a trained musician and had access to a range of musical instruments.
		<b>£27,732.16</b>	

The impact of this expenditure has been measured throughout the year by termly review of attainment and progress and has been fully evaluated and reviewed at the end of the academic year 2018-19

### **Further Impact of Spending:**

We monitor the outcomes of children for whom the pupil premium funding is allocated on a termly basis at the very least. They are tracked internally, as are all our children, and their progress is closely monitored. The impact of interventions is regularly evaluated and they are reviewed accordingly. Our evaluation of the spending has identified the following successes:

#### **Attainment of pupils in receipt of PP:**

- At the end of Reception 100% of pupils eligible for PP funding attained a GLD.
  - 100% of children in Y1 passed the phonics screening check.
  - 100% of children in Y2 passed the phonics screening check.
  - 66.7% of children achieved ARE in reading (increase of 26.7%)
  - 66.7% of children achieved ARE in writing (increase of 46.7%)
  - 66.7% of children achieved ARE in maths (increase of 26.7%)
  - 66.7% of children achieved ARE in GPS (increase of 46.7%)
  - 66.7% of children at the end of KS2 achieved ARE in RWM. (increase of 46.7%)
  - 50% of children achieved GDS in reading (increase of 50%)
  - 16.7% of children achieved GDS in writing (increase of 16.7%)
  - 33.3% of children achieved GDS in maths (increase of 33.3%)
  - 16.7% of children achieved GDS in GPS (increase of 16.7%)
- 
- Focused interventions and additional support have had a positive impact on attainment, progress and well-being of vulnerable pupils. Additional staff has increased staff to pupil ratios has had an impact on the speed at which barriers to learning can be identified and responsive interventions planned. School tracking of the impact of interventions across school shows that the group of pupils in receipt of pupil premium funding are making good progress in all year groups.
  - Success in KS2 maths interventions has enabled positive and improve results for PP children at the end of KS2. The use of QLAs and targeted input has allowed children's gaps to close.
  - Reading interventions have allowed children achieve the ARE and 50% of this vulnerable group in Y6 achieved GDS.
  - Support for vulnerable families via before/ after school places and holiday provision has been welcomed by parents who have given positive feedback to the extended services manager and school staff. This opportunity has provided routine, social interactions with other children during school holiday periods and for a number of children has ensured that they have been at school on time and ready to learn.